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DEPARTMENT OF THE AIR FORCE
WASHINGTON 20330



OFFICE OF THE SECRETARY

21 May 1968

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The Director
Central Intelligence Agency
McLean, Virginia 22101

Dear Sir:

I recently read in the May edition of "American Education" an article entitled "A Close Look at the CIA", by Jeanette H. Sofokiddis. In this article a reference was made to a high speed facsimile transmitter which allows an untrained operator to encipher and transmit a document at more than six minutes per page. The article stated that this equipment was developed with CIA initiative.

This office has investigated several communication systems over the past few years including both facsimile and close-circuit T.V. with positive security protection.

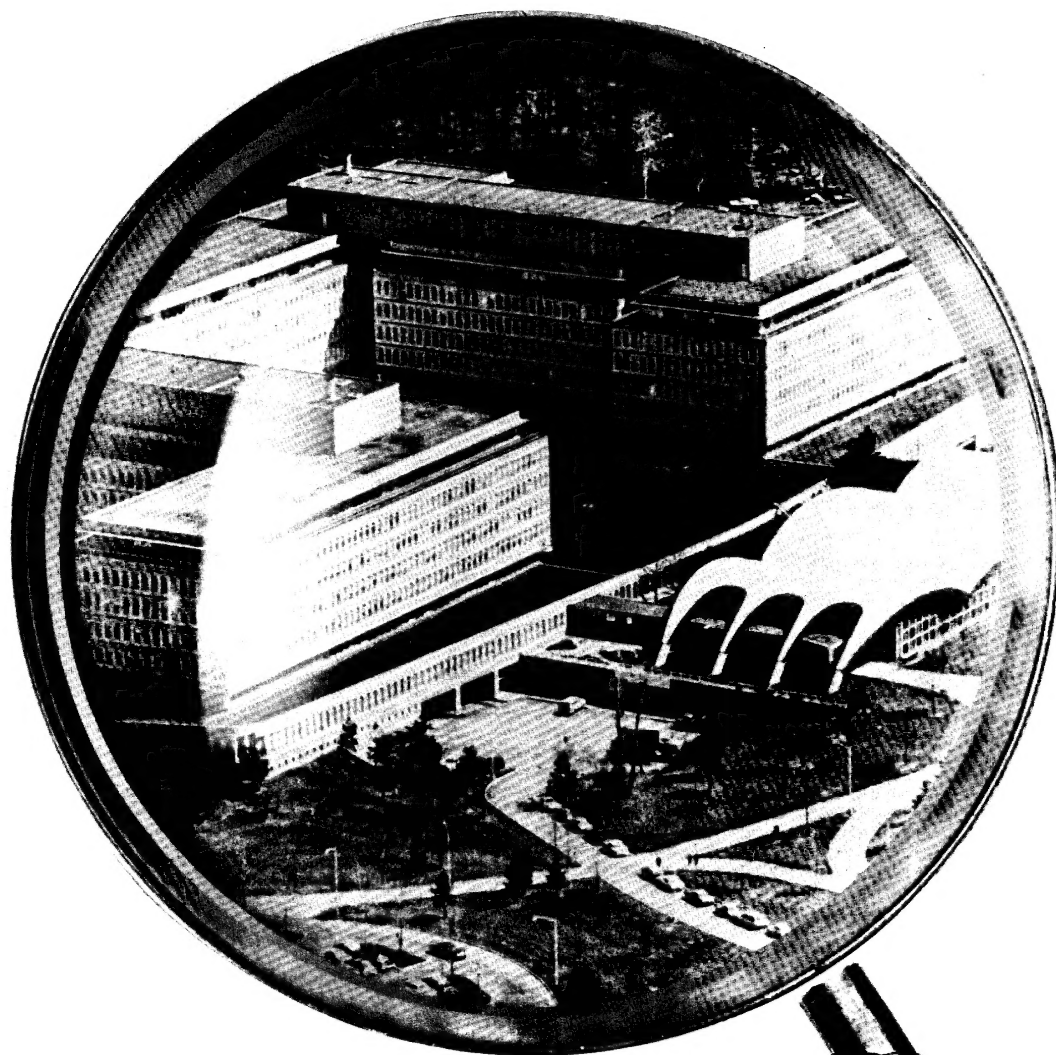
If available and releasable to the Air Force, I would appreciate more information on this subject such as cost, manufacturer, and any brochure that may be reviewed.

Respectfully,

15/
DONALD P. O'BOYLE
Chief, SAFPAE
Executive Support Division

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MORI/CDE



a close look at the CIA

Reprinted from
**AMERICAN
EDUCATION**

By JEANETTE H. SOFOKIDIS

Caps and gowns—not cloaks and daggers—hang in the guarded halls of “spy” headquarters, actually a great center of area studies

In two and a half years of working with these men I have yet to meet a ‘007,’” said President Johnson in June 1966, referring to the personnel of the Central Intelligence Agency. “In a real sense they are America’s professional students; they are un-sung just as they are invaluable.”

Appreciation from the White House. But sometimes a cooler reception from the college campuses which furnish much of the manpower the CIA needs. At Stanford University last November, for example, 10 students drew disciplinary action for their activities in trying to block Agency recruiters. At Northern Illinois University, 20 students marched for a short time in bitter February weather in a protest demonstration. A few other colleges have experienced similar disruptive efforts this year, sometimes tied in with general anti-war or “student power” manifestations.

The problem seems to be basically one of communication. CIA doesn’t exactly advertise. “The CIA doesn’t need defending,” said Charles J. Minich, the recruiter who encountered problems at Northern Illinois. He pointed out that the CIA is not a secret organization and that libraries have many books about the Agency, citing as an example *The Real CIA* by Lyman Kirkpatrick, a professor of political science at Brown University who formerly held a high post at CIA. Still, many people think about the Central Intelligence Agency in terms of glamorous fiction characters, exotic foreign assignments, clandestine meetings, and secrets passed in the dark.

As support to national policy, prelude to decision, or guide to action, our Nation’s top officials must know what other nations are doing. They need to know the accuracy and reliability of the ICBM’s of the USSR and Red China. They must be aware of Soviet advances in radar, and they must know just how much the Soviets know about our own progress or there can be no rational planning of America’s prodigiously costly defense effort.

CIA has the responsibility of reporting to the President, the Secretaries of State and Defense, and other senior national security advisors on events abroad. Its staff reads nearly everything that comes into official Washington and covers the American and foreign press. They distill information into brief, accurate reports, arrange it in context, and present it in concise nonbureaucratic English. Each top policy officer exercises a priority call on CIA’s services, and each is entitled to have his particular interest satisfied in the terms most convenient to him.

Responsibility such as this places on CIA a burden for a high degree of quality as well as variety in its manpower. So CIA from its beginnings a quarter of a century ago developed close ties with the field of higher education. Colonel William J. Donovan, in designing the Office of Strategic Services as a national intelli-

gence unit, turned first to the academic community for an organizational nucleus. He brought into the OSS such distinguished educators as Professors William Langer and Edward S. Mason of Harvard and Presidents James Phinney Baxter of Williams College and Walter McConaughy of Wesleyan University. Others from the field of education who served the Agency in its early days were Barnaby Keeney, now chairman of the National Endowment for the Humanities; Presidential advisors Arthur Schlesinger, Jr., and Walt W. Rostow; and John W. Gardner, until recently Secretary of Health, Education, and Welfare and now chairman of the Urban Coalition.

Ford Foundation’s McGeorge Bundy in his 1964 book, *The Dimensions of Diplomacy*, described the relationship between colleges and the CIA in these words: “It is a curious fact of academic history that the first great center of area studies in the United States was not located in any university, but in Washington, during the Second World War, in the Office of Strategic Services. In very large measure the area-study programs developed in American universities in the years after the war were manned, directed, or stimulated by graduates of the OSS.

“It is still true today, and I hope it always will be,” Bundy continued, “that there is a high measure of interpenetration between universities with area programs and the information-gathering agencies of the Government of the United States.”

Currently, about 18 percent of CIA’s professional employees have had experience in education, and, according to a *New York Times* report, the Agency would be able to staff any college from among its corps of analysts, half of whom have advanced degrees, 30 percent the doctorate. CIA’s debt to education is further shown in the fact that a majority of all the Agency’s employees have earned baccalaureate degrees, 16 percent hold master’s degrees, and five percent have attained Ph.D.’s. These academic degrees were awarded by nearly 700 colleges and universities in the United States and by 60 universities abroad. They comprise 281 major fields of specialization, the six most representative disciplines being history, political science, business administration, economics, English, and international relations.

Considering the years required for undergraduate and graduate study, the foreign experience amassed, and an average of 10 to 15 years of professional intelligence work on the part of its employees, CIA represents an unmatched reservoir of knowledge, competence, and skills at the service of the Nation’s policymakers. Little wonder that it believes its missions are being accomplished not by flashy triumphs of espionage (it regards the occasional Colonel Penkovsky as a windfall), but

by an enormous amount of painstaking work.

A prime need of the Central Intelligence Agency, its recruiters say, is young men and women with liberal arts training and a strong sense of history. They should be keenly aware of the forces of economics and politics and in substantial command of at least one foreign language. They must be intelligent and resourceful, personable and persuasive. They must be willing to work anonymously, and they must be willing to serve in far places as needs arise.

Research staffs of CIA require and work in an intellectual environment conducive to scholarly inquiry and contemplation. They are supported by a collection of source materials and library facilities that include 116,000 volumes; they have access to external consultants and a foreign documents division that supplies translations and editorial assistance.

CIA’s responsibility for research, analysis, and reporting on, for example, a particular phase of economics may involve the measurement of the entire economic performance of a country, or it may demand a detailed study of a narrower segment of the subject—major industries, transportation, communications, agriculture, international trade, finances—over a much larger geographical area. These assignments require graduate skills in economics, economic history, economic geography, area studies, and international trade.

Other components of the Agency call for other skills. One office, for instance, requires sensitivity to developing trends and the ability to synthesize from political, economic, and military intelligence, support for judgments regarding the intentions and capabilities of foreign governments. Many specialties of scientists, engineers, and technicians are employed in the study of space technology and missile systems. The art and science of photogrammetry are called upon in the critical interpretation and analysis of aerial photographs, and, here, CIA makes use of geologists, geodesists, geographers, foresters, architectural engineers, civil engineers, and people talented in the graphic and illustrative arts. The electronic engineer may work on one of the communications media so vital to the continuity of the intelligence process. Physical and biological scientists may be members of the research staffs responsible for surveying foreign scientific literature.

Singularly active in the use of computers for management applications, scientific and engineering calculations, and information retrieval, CIA offers mathematicians, systems analysts, computer programmers, and electronic engineers career opportunities in its unique and progressive data processing complex. With CIA initiative, a high-speed facsimile transmitter has been developed with which an un-

CIA—continued

trained operator can encipher and transmit a document at more than six pages per minute. At that rate the entire Encyclopaedia Britannica could be transmitted in about 60 hours.

For its administrative support arm to keep all of its human and mechanical elements functioning efficiently and effectively, the Agency seeks out law graduates, business and public administration majors, medical officers and medical technicians, personnel management specialists, communications engineers, and technicians trained in wireless transmission, reception, and maintenance.

CIA celebrated its 20th birthday in 1967, so it can no longer be considered a newcomer to the national scene. Nearly half of its employees have now served more than 15 years, and about 75 percent of its professionals are over 35 years of age. This unusual depth of experience, however, might sink into institutional formalism were it not for a farsighted, orderly, career development process.

As a deterrent to professional obsolescence, each year several thousand CIA employees attend some type of non-Agency program in management, science and certain technical fields, language and area studies, and in liberal arts. In any one month employees spend thousands of man-days participating in training, on a full- or part-time basis, at a university, senior service school, commercial firm, military facility, or another Government agency. In addition, two universities in the Washington area have established off-campus centers at the CIA headquarters building, where Agency students may enroll in courses for credit in their off-duty hours.

While national security interests impose some limitations on CIA employees, many write for publication, attend professional meetings, and take periodic leaves of absence to teach and renew their contacts with the

academic world. Many take up or return to an academic career upon leaving the Agency.

In addition to its external education program, CIA operates a number of programs of internal instruction. Basic methods of acquiring information are taught selected field personnel early in their careers. They are also trained in such specialized skills as paramilitary techniques and their application in counterinsurgency situations such as Laos and Vietnam. But since these "tradecraft" subjects concern comparatively few CIA officers, perhaps the most comprehensive example of in-house training is Agency instruction in foreign languages.

Overall, CIA employees are able to speak and read more than 100 separate languages and dialects, while nearly half of all Agency personnel possess foreign language skills in some degree. Thirty-eight percent of CIA's professional employees speak one foreign language, 18 percent have demonstrated capability in two languages, 14 percent in at least three, and about five percent have facility in six or more languages. One CIA officer, who must be unique in our Government, if not the world, possesses abilities in 51 foreign languages, many of which were acquired under CIA auspices.

Training in foreign languages is accomplished in a varied program that ranges from 12-month, intensive, comprehensive courses to part-time familiarization programs of only a few hours. It is also undertaken through tutorial training and programmed assisted instruction. CIA's emphasis on spoken language skills originates from a major requirement for Agency employees who serve abroad—ability in oral communication. For these employees, the ability to read or write a language is secondary. On the other

hand, intelligence production specialists more often need to read and evaluate foreign documents, frequently in a *recondite* field.

Language school instructors use techniques similar to those used in traditional academic courses, but the subject matter and the technical level of foreign language materials are quite different from those of most universities. The language school has therefore developed additional techniques, tailored to the Agency's interests. These include instructional tape recordings in 60 different languages, a large and modern language laboratory, and a library of 4,000 language and area books.

The language faculty is made up of staff employees, scientific linguists, and contract employees, many of whom are employed on a full-time basis. With this staff, CIA's language school can provide full-time instruction in 20 languages and less intensive instruction in 35 others. About 40 percent of the students are under full-time instruction.

Taken in all its aspects, CIA's language instruction program is believed to have few, if any, rivals in the Free World.

And it is the Free World that CIA, in concert with other departments of our Government, is working to keep free. Twentieth century technology—and ideology—have forced the American intelligence system to grow in size and importance; yet the end products of this system remain information and judgment. Thus, the ultimate success of American intelligence and, in turn, American foreign policy, depends to a large extent upon the educational excellence of its responsible officers. CIA's officials freely admit this. They stress, though, that the responsibility is a two-way street and that the lives and freedom of us all could depend on the degree to which the American academic community can continue to fill this demanding requirement. ■



Educational Backgrounds of Professional Employees

